

Advanced Marketing Education Curriculum

in Secondary Schools in Wisconsin

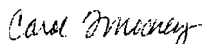
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ABSTRACT

The purpose of this study is to identify differing advanced marketing course structures throughout Wisconsin. Research was conducted on the history of Vocational Education and the variety of laws and acts that relate to Vocational Education. The research also addresses prerequisites, teaching methodology, inclusion of Wisconsin Model Academic Standards, and content of advanced marketing education courses throughout Wisconsin. The inconsistency in advanced marketing education in Wisconsin creates many concerns including different assessment standards and inconsistent outcomes and skill base for students exiting a comprehensive marketing program. The research will compare Advanced Marketing Education programs in Wisconsin. The study will reference experts in curriculum development, marketing standards, and surveying techniques. In addition, references to the relationship of advanced marketing education, under the umbrella of Career and Technical Education to the current condition of education in the United States

are discussed. The progress of post-secondary education in relation to secondary education and the progression of degree fields relating to the topic are researched.

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Chapter I: Introduction

The National Center for Education Statistics (NCES) stated that by the year 2015, over 58 million students will be enrolled in United States' public and private elementary and secondary schools and over 18% of high school graduates will make the transition into postsecondary options, such as schools offering associate, baccalaureate, and higher degrees (NCES, 1997). The introduction to this research will discuss 1) data regarding the high school and postsecondary student population in the U.S. as a whole, 2) issues specific to gender, ethnicity, race, and degree level and 3) educational trends in the United States, including the cost of education, laws related to education, and the implementation of high stakes testing. The researcher intends to discuss broader perspectives on education within the United States, and then narrow the scope, relative to the topic of this thesis, to discuss advanced marketing education in secondary schools in Wisconsin.

Statement of the Problem

Recent conversations with secondary marketing educators and marketing education consultants at the Wisconsin Department of Public Instruction revealed a number of concerns with the structure and delivery of marketing education curriculum, particularly regarding advanced marketing education curriculum. Based on these discussions, it was discovered that the structure and content of advanced marketing courses, including the prerequisites, teaching methodology and inclusion of Wisconsin Model Academic Standards vary from teacher to teacher and from school to school throughout the state of Wisconsin. As a result, several concerns have emerged, including different assessment standards and inconsistent outcomes and skills-base for students exiting a comprehensive marketing program (S. Adornato, personal communication, June 20, 2007). A comprehensive marketing education program consists of

courses at both the middle school and high school levels. An introduction to marketing occurs at the middle school level, allowing a natural transition to high school marketing and business courses. Courses offered within marketing education include general marketing, marketing management, a cooperative education and/or school store experience, and a unit or course in entrepreneurship, with select aforementioned courses sequenced into a two – three year marketing program (*A Guide to Curriculum Planning in Marketing Education*, 1987).

This study proposes the identification of a common teaching methodology, strengths, challenges, recommendations, and content for advanced marketing curriculum among high school marketing educators in Wisconsin. The study will conclude with data identifying demographic information of respondents and students, common course content and sequence, course delivery methodology, and strengths and challenges identified in the delivery of advanced marketing curriculum. In addition, data relating to the educational and career tracks of advanced marketing students will be included along with teacher recommendations for the development of a quality, comprehensive marketing program.

Purpose of the Study

The purpose of this study is to identify the strengths, challenges, teaching methodology, recommendations, and content of advanced marketing curriculum among high school marketing educators in Wisconsin. In addition, the study will include limited demographic information about the respondents and the advanced marketing students as well as the education and career tracks of advanced marketing education students. The data gathered will allow a more comprehensive view of marketing programs across the state of Wisconsin, allowing all marketing educators a direction for starting or revising a comprehensive marketing education program.

The objectives of this study are as follows:

- (1) To review the marketing education performance elements and measurement criteria developed by MarkED.
- (2) To analyze the marketing education course offerings and sequence among high schools in Wisconsin.
- (3) To identify the use of marketing education courses as a graduation requirement among high schools in Wisconsin.
- (4) To identify the teaching methodology, delivery, and content of advanced marketing curriculum of marketing educators in Wisconsin.
- (5) To summarize education tracks for students graduating from a high school advanced marketing course.
- (6) To summarize career tracks for students graduating from a high school advanced marketing course.
- (7) To identify challenges advanced marketing educators face in relation to curriculum structure and delivery.
- (8) To obtain recommendations from experienced marketing educators for the design and delivery of a new marketing program, specifically an advanced marketing course.

Assumptions of the Study

The following assumptions pertain to this study:

1. The author assumes there are marketing educators in Wisconsin willing to participate in the study.
2. Marketing educators will be willing to share their postsecondary education level, syllabi, greatest teaching strengths and challenges as they relate to teaching methodology,

students' educational and career tracks, and recommendations for an effective advanced marketing curriculum.

3. Marketing education core standards will remain consistent with those identified in this paper and in the MarkED Resource Center.
4. Questionnaires received will be returned completed.

Definition of Terms

Apprenticeship. A system of training regulated by law or custom, which combines on-the-job training and work experience while in paid employment with formal off-the-job training (Queensland Government, 2007). The apprentice enters into a contract of training or training agreement with an employer, which imposes mutual obligations on both parties. Traditionally, apprenticeships were in trade occupations and were of four years' duration.

Assessment. The process of gathering and discussing information from multiple and diverse sources to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning (University of Oregon, 2005, para. 3).

Carl Perkins Act. Provides that federal funds are made available to help provide vocational-technical education programs and services to youth and adults (US Department of Education, 2002). The majority of funds appropriated under the Perkins Act are awarded as grants to state education agencies. These state basic grants are allotted to states according to a formula based on states' populations in certain age groups and their per capita income.

Credit. An "official certification or recognition that a student has successfully completed a course of study" (Dictionary.com).

Curriculum. The set of courses and their contents offered by an institution such as a school or university (Wikipedia, 2006). In some cases, a curriculum may be partially or entirely determined by an external body. In the United States, the basic curriculum is established by each state with the individual school districts adjusting it to their desires.

DECA. An association of marketing students (DECA, 2008). It is an organization of high school students actively involved in the study of marketing. DECA is unique among student organizations in that it is co-curricular and viewed as an integral part of the total academic program for all marketing students.

Marketing is the “process of developing, promoting, and distributing products to satisfy customers’ needs and wants” (Marketing Essentials, 2002).

Marketing co-op. As used in this research, a marketing co-op is a for-credit occupational experience for students in marketing or Advanced Marketing. Marketing co-op combines classroom instruction with continuous supervised on-the-job training during the school year (Virginia Department of Education, n. d.). The job site must be one where the student works in one or more aspects of marketing.

Marketing education. The commonly accepted name of the educational program that addresses concepts and skills critical to a broad range of careers and industries (Wisconsin Department of Public Instruction, 2006). The various careers and industries have in common the application of the marketing concept executed through the marketing functions. Marketing education programs are designed to teach marketing concepts and skills and the underlying business foundations required for the understanding and development of marketing. Nationally, marketing education is offered in more than 7,000 high schools (140 in Wisconsin) and most

community/technical colleges, reaching more than 1 million students who obtain annually education in marketing subjects.

Marketing education resource center (MarkED). A “non-profit (501(c)3) organization incorporated in Ohio. MarkED is organized as a consortium of 40 state education departments and other organizations. The mission of the Marketing Education Resource Center is to support educators in the preparation of students for careers in business and marketing.” (2007, p. 1).

Measurement criteria are “indications of performance expectations related to quality, time and expectations” (Marketing Cluster Status Report, 2007, p. 11).

Methodology is the “the systematic study of methods that are, can be, or have been applied within a discipline” (Wikipedia, para. 1)

Middle school “covers a period of education that straddles primary/elementary education and secondary education, serving as a bridge between the two.” (2008, para. 1)

Net generation. “Individuals born between 1977 and 1997” (Remp, 2002, p. 21).

Performance indicator is a “specific work-based action, either knowledge or skill, that specifies what a worker must know and be able to do to achieve the performance element” (Marketing Cluster Status Report, 2007, p. 11).

Syllabus is a detailed course description with topics to be covered, required reading, and completion dates” (Distance Learning College Glossary, 2002, p. 19).

Vocational education is an “organized educational programs offering a sequence of courses directly related to the preparation of individuals in paid or unpaid employment and in current or emerging occupations. (Gordon, 2003, p. 290).

Importance of the Study

In this section, discussion will focus on the Carl Perkins Act, secondary career and technical education, and the correlation between marketing education and industry trends.

In 1990, President George H. W. Bush signed the Carl D. Perkins Vocational and Applied Technology Act (Perkins Act), which emphasize the “application and advancement of academic and vocational skills” (Gordon, 2003, p. 88). The act asked for “integration of academic and vocational education,” and “closer linkages between school and work” (p. 88). Career and technical education courses have always emphasized a relationship between school and work, and the Perkins Act assured funding for programs linking the two aspects. In 1998, Congress made several changes to the Perkins Act to reflect specific priorities for education and the role of the federal government in education policy. These changes include,

- (1) increased emphasis on academics
- (2) greater flexibility in the use of funds
- (3) more funds directed to the local level
- (4) creation of a more rigorous accountability system
- (5) improved coordination with related initiatives (National Assessment of Vocational Education, 2004)

This study is significant to marketing educators and other elective course instructors within career and technical education (CTE) courses as students pursue education beyond high school and career opportunities in all aspects of and beyond CTE.

According to the United States Department of Education (2002), vocational education is important for the following reasons:

- (1) The United States competes in a global economy. The purpose of the Perkins Act is to prepare a workforce with the academic and vocational skills needed to compete successfully in a world market.
- (2) Vocational-technical education allows students to explore career options and develop the skills they will need both in school and in the workplace.
- (3) Vocational-technical education's combination of classroom instruction, hands-on-laboratory work, and on-the-job training meets students' differing learning styles so that all may learn.
- (4) Vocational-technical education prepares participants for both postsecondary education and employment.
- (5) Vocational-technical education prepares individuals for the bulk of America's jobs. In 1996, only about 20% of America's jobs required a four-year college degree. However, many jobs required some education beyond high school, often at the community college (Gordon 2003).

The Department of Education (2002) also states that:

- (1) Vocational-technical education now incorporates both school-based and work-based learning business partnerships are key to successful programs
- (2) For most occupations, postsecondary education is essential
- (3) Vocational-technical education now encompasses postsecondary institutions up to and including universities
- (4) Vocational-technical education currently uses more and advanced technology

This study's importance is relevant to secondary marketing educators with an advanced marketing curriculum and those educators pursuing it as part of the marketing program's track. Marketing education and advanced marketing education impacts students currently in marketing education classes and those who have graduated from a secondary marketing education program. According to conversations with other marketing educators, marketing education classes continue to be competitive with other electives; they are a viable component of the CTE cluster, and an important component of a student's total high school academic preparation for any postsecondary option (S. Adornato, personal communication, March 16, 2007).

Chapter 2 will present a review of related literature.

Chapter II: Literature Review

Overview of Research

In order to develop a valid survey instrument to receive relevant data to be used ultimately in a recommendation for advanced marketing education programs in Wisconsin, there are several factors that need to be reviewed. Aspects of this thesis in need of a literature review include qualitative and quantitative research, questionnaire and survey methods, statistical analysis, secondary and postsecondary education, and the condition of education in the United States. Additionally, reviews include Wisconsin Model Academic Standards, graduation requirements throughout the United States, outlines of advanced marketing curriculum, current technology use. Moreover, gender differences in education are included as they are of importance to all educational research, in the researcher's opinion.

The research problem being addressed is the inconsistency within advanced marketing education curriculum across Wisconsin secondary schools. Subsidiary concerns are postsecondary tracking of marketing education students and consistency of standards addressed in a comprehensive marketing program (S. Adornato, personal communication June 20, 2007).

Condition of United States Education

The United States Department of Education publishes an annual report entitled, *The Condition of Education* (2007). Each of the annual reports, including the 2007 report, presents "indicators of important developments and trends in U.S. education" (p. iii) including participation and persistence in education, student performance, educational environment, and educational resources (p. iii). The 2007 publication also conducted a special analysis of high school course selection. A variety of the aforementioned research topics follows.

Public Opinion of Secondary Education

“The mission of marketing, management, and entrepreneurship education is to enable students to understand and apply marketing, management, and entrepreneurial principles; to make rational economic decisions, and to exhibit social responsibility in a global economy” (Wisconsin Department of Public Instruction, 2006). It satisfies some of the requests summarized in the “Public Attitudes Toward Secondary Education” report published in May of 1997 by NCES (Pearson, O’Neal, Salganik, & McMillen, 1997). Aside from helping students improve academically, schools were asked to help students improve interpersonal skills, motivation and technical skills. In this report, 11 countries from the Organization for Economic Cooperation and Development (OECD) were surveyed about the importance of certain subject matters. The report summarizes the data found, including that “eighty-five percent or more of the public in the United States considered it important for schools to provide students with the skills and knowledge necessary to get a job, as well as the skills and knowledge necessary to continue studying and training” (p. 14). Further supporting the “Public Attitudes Toward Secondary Education” report, “the mission of secondary marketing education is to provide students with training to enter meaningful work and further their education, to improve marketing practices in the local community, and to develop an entrepreneurial attitude in program participants” (Benson, J, Dignan, R, Bethke, E, 1987, p. 4). In addition, the study found that “providing career advice and guidance were also considered important by the public in most countries” (Pearson et al., 1997, p. 51). Therefore, career standards are addressed in all levels of marketing education performance indicators (Ciancio, S., et al., 2007, p. 3).

History of Vocational Education

The feasibility of the thesis topic proved worthy of research starting with general research on the history of vocational education and the evolution of marketing education. Vocational education was formalized nationally in the nineteenth century as the need for vocational training increased (Gordon, 2003). Prior to formalized vocational training in the United States, an apprenticeship, borrowed from German immigrants, was the “sole opportunity to secure an education in colonial times” (p. 4) for the poor; consequently, apprenticeships in the U.S. flourished. The delivery of vocational training changed significantly as the U.S. moved into the Industrial Revolution in 1807 when industrialized systems allowed increased training of large groups, increased wages, and centralization of industries. In 1823, “the first school devoted entirely to practical studies, the Gardiner Lyceum in Maine, was opened” (p. 9). In 1824, the Rennselear School in Troy, New York opened to “provide teachers of science with the opportunity to apply the scientific principles while studying at actual farms and in production-oriented workshops” (p. 9-10). The Rennselear School added mathematics and later, the first school of engineering in the United States. Movements emphasizing the importance of manual training contributed to the discussions of “what could or should be taught in public schools” (p. 12). Manual training changed the content of curriculum in schools, shifting the focus to vocational education. In 1917, the Smith Hughes Act was passed to “promote vocational education; to provide for cooperation . . . in the promotion of . . . education in agriculture and the trades . . . to provide for cooperation . . . in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure” (p. 79). It was apparent that the law was not only passed for educational purposes, but also to support the nation’s readiness for war. Shortly

after the Smith Hughes Act was passed, vocational education trained over 62,000 people dedicated to the production needs of the United States in World War I.

War Impact

During World War II, over \$370 million was allocated for vocational training of inexperienced workers to be employed in a variety of war-related positions (Gordon, 2003). World War II and the Korean and Vietnam Wars impacted vocational education. In addition to employment and unemployment concerns, there was a need for increased food production, expansion of existing programs, and creation of new programs to assist veterans entering the labor market. In 1944, the Servicemen's Readjustment Act of 1944, also known as the GI Bill of Rights, was signed into law by President Franklin D. Roosevelt in order to assist veterans entering civilian life after World War II. In exchange for monetary reimbursement, participants were to apply for admission to a recognized training program and maintain academic standards, allowing them to remain in the program.

World War II also impacted the number of women trained for war effort (Gordon, 2003). In December 1941, there were 11,552 women trained for war efforts and by April 1943, over 741,000 women were trained in vocational education programs to work on railroads, airlines, streetcars, buses, cranes, and shipyards. Following the war's end, the fifth committee focusing on the study of Vocational Education was appropriated as the Panel of Consultants on Vocational Education. In 1961, among their recommendations were the following:

1. Offer training opportunities to the 210 million noncollege graduates who would enter the labor markets in the 1960s.
2. Meet the critical need for highly skilled craft workers and technicians through education during and after the high school years.

3. Expand the vocational and technical programs consistent with employment possibilities and national economic needs (pp. 66-67).

In 1967, the National Advisory Council on Vocational Education concluded that vocational education is not a separate discipline within education; rather, it is a basic objective of all education and must be a basic element of each person's education (Gordon, 2003).

Among other progressive steps after World War II was the 1998 name change of the American Vocational Association to the Association for Career and Technical Education (Gordon, 2003). One reason for the change was the fact that “policymakers, businesspeople, parents, students, educators, and the media generally have a negative opinion about the word ‘vocational,’ associating the word with outdated or lower-level skills and programs of the past” (p. 69).

Career and Technical Education Today

Since World War II, vocational education, or Career and Technical Education (CTE), as it is now called, has expanded its course offerings to all 50 states with courses in the areas of technology and engineering education, health science education, agriculture and natural resources education, business and information technology education, and marketing education (Gordon, 2003). Vocational educators realized that despite the 1990 law defining vocational education as education for those pursuing education less than a baccalaureate degree, there was a need for marketing education among other sectors of the population.

Career and Technical Education Students

The National Assessment of Vocational Education Research (NAVE) stated that 96.6% of students take some CTE courses in high school and of those, there are students who have earned at least three credits in a single vocational area who are called vocational concentrators

(NAVE, 2004). Nearly three-fourths of the vocational concentrators have participated in postsecondary education or training. In addition, students enrolled in CTE courses have the opportunity to achieve a certification in a specific CTE area. Since the 1990s, industry-specific certifications have increased as a result of President Bush's initiative, called GOALS 2000, which was developed to help United States workers compete globally. In addition, GOALS 2000 led to the development of industry certifications (Radtke, Reukauf, & Scharine, 2005).

Some of the certifications available in business and marketing include

- (1) National Association and the Bankers Training and Certification Center
- (2) Sales and Marketing Executives
- (3) National Retail Federation
- (4) Professional Association of Innkeepers International (Radtke et al., 2005).

According to a panel of marketing educators, Michelle Radtke, Sue Reukauf, and Tom Scharine, attending the Marketing Education Summer Institute in 2005, "certifications may determine course content, certifications offer a uniform measure for granting advanced standing, and marketing teachers will need to have continual job related occupational training" ((Radtke et al., 2005).

Marketing Education

The instruction of marketing education started in 1905 when "Lucinda Prince, a high school teacher . . . became interested in sales training courses for girls working in Boston stores" (Benson, J., Dignan, R., Bethke, E., 1987). In Wisconsin, marketing education courses were included in course offerings in the 1920s; however, it was not until the early 1970s that they became a regular part of secondary curriculum.

Marketing education falls under the CTE umbrella and, as a result, must adhere to certain guidelines, including delivery of what potential employers value in a skilled and knowledgeable workforce (Ciancio, S. 2007). The current marketing education curriculum model was developed at MarkED, an organization dedicated to the development of marketing and business curricula. The model consists of a series of units, including the four foundations and seven functions of marketing. The four foundations include professional development; business, management, and entrepreneurship; economics; and communication and interpersonal skills. The seven functions include financing, selling, product/service management, pricing, distribution, promotion, and marketing-information management.

United States High School Marketing Education Programs

According to Howard Gordon (2003), author and professor of adult and technical education at Marshall University in Huntington, West Virginia, “Marketing is a process that can be adapted to virtually every economic, social, or public activity that is an essential ingredient in making our free enterprise system work” (p. 157). Marketing education programs are offered in nearly one-third of America’s public schools with 8.7% of students are participating in marketing education programs (p. 158). While marketing education reaches a small percentage of high school students, U.S. employment trends indicate marketing positions to be among the fastest growing occupations.

In 1987, the Wisconsin Department of Public Instruction published “*A Guide to Curriculum Planning in Marketing Education*” which recommends that marketing programs should support the needs of the student population and the community. In addition, a marketing education program should include DECA (an association of marketing students) as a co-curricular student organization.

In order for students to become more marketable to colleges and industry, MarkED recommends a comprehensive secondary marketing education program, which should include

- (1) an introduction to marketing concepts at the middle school level,
- (2) a general marketing course for high school students who cannot fit a sequenced marketing education program into their schedule,
- (3) a marketing management course for college-bound students or other students who are not currently being serviced,
- (4) work experience coordinated with classroom instruction held accountable through a school store experience, an internship, or a cooperative program
- (5) an entrepreneurship included in the curriculum or a separate course for all students seeking to develop entrepreneurial skills,
- (6) development or continuation of a sequenced two – three year marketing program, including the aforementioned courses, that provides opportunities to apply basic skills and develop specific skills. (p. 15)

Marketing Education Curriculum

A Guide to Curriculum Planning in Marketing Education (1987) also discusses one of the most important purposes of public instruction, as preparation of youth for a successful transition into the world of work. It indicates that a large percentage of jobs in Wisconsin relate to marketing (p. 2). Students who study marketing and can relate concepts learned to personal experiences at home, at work, or in other activities, increase their level of coherency. The problem of incoherence in curriculum exists in schools across the United States and increasingly, students ask for validation of curriculum (p. 3). As a result, school districts throughout America have formed groups attempting to align curriculum and authenticate assessment among other

attempts. Coherence involves connection between curriculum and life experiences. Currently, in most American schools, courses of study are separate from one another, not allowing students to make academic or life connections as they move physically from one subject to another, asking the brain to compartmentalize subjects (p. 4). In life, combined psychomotor processing occurs regardless of the overlap of subject matter.

Current curriculum discussion references themes allowing integration of subjects and transference of the integrated information to a larger picture relating to one's life experiences (Benson, J. et al, 1987). Coherent curriculum is tied to the long-standing tension between general and specialized education. All courses in CTE focus on coherent curriculum through hands on activities, simulations, co-ops, internships and many more experiences

According to MarkED's National Standards for Marketing (2007), curriculum in management, entrepreneurship, business administration, and marketing should

- (1) provide students a fundamental understanding of business and economics,
- (2) encourage students to think critically,
- (3) stress the integration of and articulation with academics,
- (4) be sequenced to provide a foundation that supports advanced study of marketing,
- (5) enable students to acquire broad understandings of and skills in marketing so that they can transfer their skills and knowledge between and among industries,
- (6) enable students to understand and use technology to perform marketing activities,
- (7) stress the importance of interpersonal skills in diverse societies,
- (8) foster a realistic understanding of work,
- (9) foster an understanding and appreciation of business ethics, and
- (10) utilize a variety of types of interactions with the business community. (p. 3)

As stated in the National Standards for Marketing Education, students should be provided with a foundation that supports the advanced study of marketing (2007).

Across the United States, advanced marketing curriculum includes different structures, including one from the Indiana Department of Education (2006), which describes advanced marketing as:

A marketing course that builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Instructional strategies include project-based and research-based activities requiring critical thinking and problem solving skills. School-based enterprise, computer-technology applications, real and/or simulated occupational experiences, and projects in the marketing functions such as those available through the DECA program of co-curricular activities may be included. (p. 1)

The Indiana (2006) advanced marketing class should also:

- (1) Include an academic honors and technical honors elective,
 - (2) Follow content standards and performance expectations defined,
 - (3) Follow Indiana's Academic Standards for English/Language Arts, Mathematics, and Economics; and the National Marketing Education Framework standards,
 - (4) Include a component of the marketing, sales and promotion career cluster,
 - (5) Include a vocationally licensed CTE marketing teacher, and
 - (6) Include an additional pupil count (APC) to be sure state vocational funding available"
- (p. 14).

North Carolina Public Schools have a progression of marketing courses that includes advanced marketing (2006). The course description for advanced marketing is as follows:

...a culminating course for seniors who are career-focused in marketing technologies; sales and technical services; travel, tourism, and recreation marketing; business management and small business/entrepreneurship; fashion merchandising; business administration; and/or sports and entertainment marketing. The three components of the course include writing a research paper, producing a product, and delivering a presentation. Students demonstrate the ability to use content and apply knowledge to real-world situations in a career major. In addition, they will also demonstrate the ability to write, speak, apply knowledge, problem solve, and use life skills such as time management, planning, follow through, and organization. Students work under the guidance of a teacher facilitator in collaboration with community members, business representatives, and other school-based personnel. Simulations, projects, teamwork, DECA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies. (p. 2)

Marketing Education Curriculum

According to MarkED, there are assumptions about the marketing education curricula (2007):

- (1) Marketing instruction should be based on the foundations and functions of marketing,
- (2) Marketing curriculum should include instruction relating to current employment needs,
- (3) Instruction should position students for further education,
- (4) Instruction should foster professional development and leadership skills,
- (5) Curriculum should address all aspects of marketing,
- (6) The program should develop employability skills,

(7) Curriculum should be infused with the national cluster framework (p. 1).

These assumptions establish some of the initial parameters for a comprehensive marketing education program (MarkED, 2007). The parameters state there must be practical, useful skills that result from instruction, and they should encourage thinking beyond basic, entry-level jobs and help students prepare, not just for immediate employment, but also for promotions and leadership opportunities throughout their careers in business. In addressing the marketing education mission statement, the curriculum should . . .

- (1) encourage critical thinking,
- (2) integrate academics,
- (3) be sequenced appropriately to support the advanced study of marketing,
- (4) include the use of technology,
- (5) encourage effective interpersonal skills,
- (6) foster and understanding of work and business ethics, and
- (7) include interactions with community members.

More specifically, an advanced marketing curriculum might consist of the following units: distribution, purchasing, pricing, marketing research, product planning, branding, entrepreneurship, risk management, and career applications (p. T75).

MarkED (2006) addresses some of the consistency concerns with a marketing education curriculum structure divided into three tiers: the marketing core, the marketing pathways, and the marketing specialties.

Tier 1: Marketing core. This tier represents the skills and knowledge that are common across all marketing pathways and includes 20 specialized areas (MarkEd, 2006). They include “business law, channel management, communication skills, customer relations, economics,

emotional intelligence, entrepreneurship, financial analysis, human resource management, information management, marketing, marketing-information management, market planning, operations, pricing, product/service management, professional development, promotion, selling, and strategic management” (p. 4).

Tier 2: Marketing pathways. A set of knowledge and skills must meet the following criteria in order to be considered a pathway: “the presence of a discrete core body of knowledge, existence of a career ladder, extent of professional certification and training, existence of professional associations, critical mass in terms of number of jobs” (MarkED, 2006, p. 5). Some examples of Marketing Pathways currently address areas of study including merchandising, marketing research, marketing management, marketing communications, and professional selling.

Tier 3: Marketing specialties. The final tier of specificity contains curriculum content unique to a product/service, and it addresses job opportunities associated with each pathway (Farese, L. S., et al., 2002). In this tier, students in their senior year of high school and in their first years of postsecondary education explore the marketing specialties. Examples of specialty areas in Tier 3 include specific jobs within the areas of advertising, customer service, professional sales, financial services, public relations, restaurant management, sports marketing, and tourism marketing.

For many years, the content and delivery of marketing education curriculum has changed to reflect the current trends and needs in marketing to allow less interpretation of the content of marketing education and to encourage more consistency in the scope, sequence and delivery (MarkED, 2007, p. 5)

Graduation Requirements

According to the National Center on Secondary Education and Transition (NCSET), high school graduation requirements vary throughout the United States (2005). “Graduation requirements are criteria set by states that students must meet in order to obtain diplomas or certificates of completion from their high schools” (para. 3). Attendance, grade-point average, credits completed, and passing scores on high-stakes tests are among the requirements in most states.

The Commissioner of the National Center for Education Statistics (2007) indicates that “most states have . . . minimum requirements for graduation regarding the numbers courses and types of courses for graduation now called, the New Basics” (p. iii). Between 1982 and 2004, the average number of course credits accrued by high school graduates increased 19 percent. In addition, more high school graduates in 2004 had completed advanced courses in math and science than they had in 1982. Relative to the demographics of secondary students, the Commissioner’s Report also included that since 1998, female graduates completed advanced science coursework more often than male graduates. Additionally, between 1972 and 2005, the percentage of racial/ethnic minority students enrolled in the nation’s public schools increased from 22 to 42 percent, primarily due to growth in Hispanic enrollments. Between 1976 and 2005, minority enrollment in graduate programs increased 269% and 331% in first professional programs. Other factors that contribute to educational progress include “students’ motivation and effort, learning experiences, and expectations for further education, as well as various family characteristics, such as parents’ educational attainment and family income” (p. vii).

There is some commonality among graduation requirements established in distinct states within the United States. According to the Washington Office of Superintendent of Public

Education (2007), graduation requirements were developed in 2000 for the class of 2008.

Students must

- (1) know and apply the core concepts and principles of mathematics; social, physical and life sciences; civics and history; geography; the arts; and health and fitness,
- (2) think analytically, logically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems,
- (3) understand the importance of work and how performance, effort and decisions directly affect future career and educational opportunities (para. 2).

In addition to any local graduation requirements, all students in Washington must complete four statewide requirements:

- (1) **High School and Beyond Plan:** Students develop a plan for meeting the high school graduation requirements and for connecting successfully to their next steps in life. A student's plan should include the classes needed in preparation for a 2- or 4-year college, vocational or technical school, certificate program or the workforce.
- (2) **Credit Requirements:** Students pass a required number of classes and earn credits in English, math, science (including one lab), social studies, health and fitness, visual or performing arts, occupational education and electives. Most school districts expect students to go above and beyond the state's required 19 credits.
- (3) **Complete a Culminating Project:** This integrated learning project helps students understand the connection between school and the real world. Projects might include creating a portfolio collection, studying topics of interest, engaging in meaningful career internships, or developing in-depth projects to name a few. Some schools have

students present their findings, for example, in a research paper, through a multi-media presentation to peers or to a school/community panel. In fact, many school districts already have activities in place that will count towards the culminating project graduation requirement.

(4) Earn a Certificate of Academic Achievement or Certificate of Individual Achievement:

The certificates tell families, schools, businesses and colleges that an individual student has mastered a minimum set of skills by graduation. Students earn the Certificate of Academic Achievement by meeting state reading, writing and math standards on the High School Washington Assessment of Student Learning (WASL) or on one of the Certificate of Academic Achievement Options (state-approved alternatives to the WASL). Students in special education programs who are unable to take the High School WASL can earn the Certificate of Individual Achievement by demonstrating their skills through a portfolio or a WASL designed for a different grade level. Until 2013, students can still earn a diploma without one of the certificates if they meet the state's reading and writing standards, and earn math credits and test annually until graduation.

Moreover, starting with the graduating class of 2008 in Washington, each student must “read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings” (para. 1).

In the 1980s, the National Commission on Excellence in Education observed that the United States’ educational system lacked the rigor necessary to compete internationally, prompting educational reform (Gordon, 2003). High school students were asked to not only enhance performance academically, but improve in other areas, such as

interpersonal abilities, behavioral traits, motivation, and technical job skills. Each report issued by the National Commission on Excellence in Education stressed longer school days and academic years, more stringent college entrance requirements, and “five ‘new basics,’ including four years of English, three years of mathematics, three years of social studies, one-half year of computer science, and two years of foreign language for college-bound students” (pp. 87-88).

A comparative analysis of five states’ graduation requirements follows in Appendix B.

Postsecondary Education

Over the past 20 years, public education has seen dramatic changes from helping students to make decisions about long-term plans, career choices, citizenship, to preparation for higher education (Hull, 2005). Hull states that the United States is lacking in its preparation of youth to . . . “become capable, successful, and personally fulfilled adults” (p. 1). As a result of an increase in dropout rates, decreased levels of achievement in comparison with students in other countries, falling rates in students transitioning from secondary to postsecondary education, and increased college remediation, legislation has adopted more rigorous standards calling for high-stakes testing to hold students and teachers more accountable. Unfortunately, new testing standards and the No Child Left Behind (NCLB) law have unwittingly encouraged some counter productivity as many instructors find themselves “teaching to the test” (p. 2). According to Hull, six systemic changes will improve public high schools in the United States. They include the following

Requiring each to select an interest area, requiring each student to formulate an . . . achievable plan to prepare for post-graduation, providing a context within which students learn required, rigorous academics, restructuring curriculum to support the interest area,

the chosen plan, and the context, a framework providing for a smooth transition between secondary and postsecondary options, . . . and restructuring large high schools (over 100 students per grade) into small learning communities organized around student interest areas. (pp. 6-7)

Hull (2005) also noted the top three skills identified in 1998 by 428 employers: computer literacy, critical thinking, and problem solving. In reference to postsecondary education, the commissioner's report from the Condition of Education 2007 indicates that in 2004 and 2005, business degrees made up 16 percent of all associate's degrees awarded, 22 percent of bachelor's degrees and 25 percent of master's degrees. The report also indicates that . . . "students in the United States are more likely to complete postsecondary degrees in arts and humanities and in business, social sciences, and law than their peers in other countries" (p. xi). However, the price of postsecondary degrees has increased, resulting in an increase of federal loans from 31 to 44% from 1992 – 2000 (p. xii). According to a publication dated March of 2007, from the organization called Making Opportunity Affordable, in order to compete internationally, "the United States needs to increase production in postsecondary education while reducing gaps in achievement in racial and socioeconomic groups" (p. 1).

Additionally, in the report, *Making Opportunity Affordable*, research indicates that the gap of postsecondary degrees in the United States versus other countries could reach 16 million by 2025 (2007). In order to bridge the gap, the "United States will need to increase postsecondary completion by non-traditional students, minority students (excluding Asian Americans who achieve the same level of completion as white American students), and low-income students" (p. 1). In order to provide more opportunities, the Making Opportunity

Affordable organization suggests that colleges and universities be more cost effective and willing to collaborate with K-12 schools.

Technology in Education

As the industrial revolution impacted the growth of technology, it also changed social, economic, and educational institutions. Technological changes included the use of machines, mass production, automation, and our current phase of technological explosion (Gordon, 2003). Parallel to the growth of technology was the growth in vocational education and its educators.

In 2002, the National Business Education Association (NBEA) published their 40th yearbook titled, *Technology, Methodology, and Business Education* (Remp, 2002). The text addresses integration of technology into the learning environment, students' needs and abilities, and technology trends in business: "Educational standards are dictating the migration of some information technology learning outcomes to earlier grade levels" (p. xi) and technology is critical to business success. As the next generation of tech-savvy students enters high school, an increase in . . . "self-efficacy with regard to computer use" (p. 6) occurs. College students surveyed in 1999 stated that after taking a course designed to help them with technological processes and skills, they felt an "increased sense of power and self-confidence" (p. 6). Furthermore, teachers who prepare students for emerging workplace will find it necessary to study technology-assisted learning as a natural part of their pedagogy. Within each school setting, consideration should be given to student access of technology within the learning environment and at home, gender differences in learning about technology, the instructor's enthusiasm toward technology, the use of technology to enhance learning, and comfort level differences in the use of technology. With reference to gender issues, . . . "females often focus on the social function of machines, whereas males often focus on the machine itself as the 'subject'

to be mastered” (Remp, 2002, p. 12). In addition, research indicates that . . . “in 2000, 51 percent of United States households had computers,” those with an “annual income of over \$75,000 used the internet at home while those with an annual income of under \$35,000 more frequently used the internet outside of home” (p. 25). Statistically, 30% of Americans living “in rural areas access internet through schools” (p. 25) and head of households with a college degree were eight times more likely to use a computer at home” (p. 26).

According to the North Central Regional Educational Laboratory “More than half (53%) of teachers in public schools who have computers use them or the Internet for instruction during class. But in schools whose students are from higher-income families, 61 percent of teachers with computers use them in class compared to 50 percent of those teaching in schools with lower-income students” (p. 6). Furthermore, schools located in poverty-stricken areas, use technology for reinforcement or remediation while schools in wealthier communities used technology for information analysis and presentation.

“Students entering the workforce will have an incredible amount of flexibility to manage their own careers, acquire new skills” (Remp, 2002, p. 11) because of technology. This “net generation” (p. 21) is “experiencing the rapid growth of technology access at home and in schools; along with its growth in access is the growth of technology use in industry” (p. 148). Marketing managers are collaborating with technology experts to determine the level of technology to be used in managing advertising promotions and Internet effectiveness. When students leave an educational setting and enter a workforce filled with technology, they must be prepared to face the challenges that accompany the rapid growth in technology by using “technology that fits into the curriculum” (p. 149).

Chapter 3 will present the Research Methodology.

Chapter III: Methodology

According to conversations with other marketing educators and professionals at the Wisconsin Department of Public Instruction, many who teach advanced marketing struggle with its course structure, including the sequence, teaching methodology to be used, and content, and find it lacks consistency among all marketing education programs within Wisconsin (2007). This qualitative and quantitative research will focus on advanced marketing curriculum at the secondary level. The problem being addressed is consistency in the course structure, including the sequence, methodology, and content of advanced marketing curriculum at the secondary level. This chapter will include details outlining the research method used.

Subject Selection and Description

The population researched were marketing educators who taught advanced marketing at the secondary level in Wisconsin. After contacting the marketing education consultant and the administrative assistant in marketing education at the Wisconsin Department of Public Instruction (DPI), it was determined that a database of all marketing educators in Wisconsin existed containing information about the 154 marketing educators in Wisconsin, of whom 84 teach advanced marketing. The approved questionnaire was sent to all 154 marketing teachers in an attempt to avoid eliminating anyone who had not filled out the DPI database of information properly.

The three-page questionnaire was developed in Microsoft Word and was e-mailed as an attachment to all 154 marketing educators in Wisconsin. Attached to survey was the UW-Stout consent to participate in the study form, to be signed and returned via facsimile to the researcher. Each of the marketing educators received a follow-up telephone call, at their school of employment, requesting that they check their e-mail for the survey and consent form and to

respond by July 1, 2007. Three respondents were in their offices and answered the call while voicemail messages were left for all but two of the remaining subjects, requesting that they check their e-mail for the survey and consent form and respond by July 1, 2007. Two teachers had no voicemail and, according to the school's receptionist, were not going to be in all summer.

Within one day, there were three e-mail responses with completed questionnaires, one completed questionnaire via mail, and two responses stating that there was no advanced marketing course taught in the respondent's school, so the questionnaire would not be completed. Within one week, twelve respondents called to request the survey be re-sent as it was not received. In addition, the staff at DPI offered to mail surveys and consent forms to 74 home addresses available in the database of Wisconsin marketing educators in an attempt to improve the overall response rate.

Instrumentation

The marketing educators were given a four-page questionnaire with 17 closed-ended and three open-ended questions allowing for comments and questions. The questionnaire was designed by the researcher in Microsoft Word with form field check boxes and comment sections used for ease of completion online (Appendix B). Questionnaires mailed with standard mail had check boxes and space available for comments. Seventy-four questionnaires were sent directly from the Wisconsin Department of Public Instruction to the homes of marketing educators who had provided home information. Questionnaires were sent via e-mail to all 154 marketing educators in Wisconsin and a follow up phone call was made to each of the 154, asking educators to complete the questionnaire in a timely fashion. In some instances, technology systems at a limited number of schools would not allow the questionnaire to be sent via email. In two instances, there was no voicemail at the school; therefore, no reminder message was left.

By the given deadline of July 1, 2007, nearly 30% responded. All mailed surveys included the questionnaire on colored paper, a consent form on another color of paper, and a colored, self-addressed, stamped return envelope to maximize response rates.

Population Surveyed

The researcher noted several sources to judge the feasibility of the research project. The researcher answered questions about the problem, the data, and the evaluation (Leedy & Ormrod, 2005). In studying sampling and population during the course, it was determined that defining the population was the first step. The population studied was all marketing teachers in Wisconsin who teach Marketing Two, advanced marketing, or a form of the two (i.e., marketing co-op). The Department of Public Instruction's database narrowed the original sample population of 154 marketing educators down to 84 marketing educators with an advanced marketing class. The remaining 70 marketing educators did not teach an advanced marketing class therefore, they were not participants in the survey.

Sample Size

In June of 2007, after meeting with the research adviser, it was determined that surveying the cluster sample via questionnaire was feasible and would allow ample participants to submit quality information. In reviewing sample size information from organizational research, it was determined that with a population size of 84, the sample size should be 72 with an accuracy rate of +/- 5 percent. The research advisor recommended a return rate of 30% of the sample size, or 25.2 participants.

Qualitative and Quantitative Research Instrumentation

After identifying the cluster sample, a determination of the use of qualitative or quantitative research was investigated. While quantitative research "answers questions about relationships

among measurable variables that explain, predict, and control phenomena,” qualitative research “answers questions about the complex nature of phenomena” (Benkowski, J., 2006). It also states that in qualitative research:

- (1) the importance of the topic is established early in the paper
- (2) a brief review of the most pertinent literature is included in the introduction (or at another location if more appropriate)
- (3) the introductory section is 1 – 1 ½ pages
- (4) the statement of the problem identifies variables being investigated, indicates the relationships between variables, identifies the target population, and is stated simply,
- (5) rationale is given for the sampling technique used,
- (6) design of the study is described,
- (7) instrument development or selection is discussed,
- (8) step-by-step description of data collection is presented,
- (9) response rates for survey studies are presented,
- (10) procedures for handling non-respondents are described,
- (11) rationale for statistical procedures used is presented,
- (12) tables and figures are used to present findings, and
- (13) conclusions and recommendations for practice are based upon the research findings.

The research collects and organizes an extensive amount of measurable data from a small population. In addition, the research summarizes data that will produce unbiased results. For example, in the beginning of the questionnaire, there were a series of demographic questions about the respondent and his/her students. Following the demographic questions were questions

about instructional challenges, curriculum standards and structure, and the delivery of advanced marketing curriculum, allowing both qualitative and quantitative methodology.

Data Analysis

Each survey returned online was saved for future tabulation. Surveys returned via postal system were filed for use once 30% of the cluster sample responded.

Chapter 4 will present the results of the research.

Chapter IV: Results

According to conversations with marketing educators and professionals at the DPI, many advanced marketing teachers in Wisconsin struggle with its course structure, including the sequence, methodology, and content and find it lacks consistency among all marketing education programs. This qualitative research focuses on advanced marketing curriculum at the secondary level. The problem being addressed is consistency in the course structure, including the sequence, methodology, and content of advanced marketing curriculum at the secondary level.

Of the 84 marketing educators surveyed, 26 responded with completed questionnaires; however, only three were able to supply syllabi for the marketing education sequence. After discussion with Christine Ness at UW-Stout, it was determined that one of the 26 surveys should be disregarded due to inadequate data. Following each research question in parenthesis is the corresponding research objective listed on pages 2 – 3.

Questions one through four investigated demographic information, including the number of years the instructor had spent teaching marketing education and advanced marketing education at the secondary level, and the highest level of education.

Research question #2 asked for the number of years teaching advanced marketing education. The results indicated that just over 50% have taught for 14.5 years or less and just under 43% have taught over 15 years.

Research question #3 asked about the highest level of education. Of the 26 respondents, 69% have over 15 credits beyond a Master's Degree, with just over 22% obtaining a Master's Degree in either business education or teacher development.

Research question #4 indicates that 11 of the 26 received their Master's Degree from either UW-Stout or UW-Whitewater.

In research question number 5 (Research Objective 2), discussion moved to course offerings in the marketing education area. Over 75% of the schools surveyed offer Marketing 1 with all offering Marketing 2, a requirement for completing the survey. Other course offerings included entrepreneurship, introduction to business, global marketing, and sales. Of the 26, 22 schools require Marketing 1 as a prerequisite course to Marketing 2. Prerequisite courses include any marketing course, Marketing 1, or principles of marketing for 13 of the 26 respondents.

Research question #7 (Research Objective 3) asks if marketing education classes satisfy graduation requirements. Nineteen of the 26 indicated it does “in general” or as an elective.

Research question #8 (Research Objective 2) discusses the specifics of Marketing 2 offerings. Over 96% of marketing 2 courses meet 5 days each week for approximately 50 minutes per day and marketing 2 is offered, generally, once each year.

Of significance is question #10 (Research Objective 5), which asks about the postsecondary options for Marketing 2 students. Of the 26 surveyed, 23 percent indicated that Marketing 2 students would attend a two-year technical college with just over 60% studying at a four-year college. Nearly 15% would go directly to work or into the military after high school.

Similarly, question #11 asked about the degree of study for graduates of a comprehensive marketing program upon arrival at a four-year school. Respondents indicated that nearly 55% would pursue a degree in marketing or business, 6% would pursue a degree in computer technology, 5% would pursue education in engineering, 11% in education, and 10% would study health related occupations.

Table 1 *College Majors of Advanced Marketing Students (Question #11)*

College Major	Percentage
Marketing or business	55%
Computer technology	6%
Engineering	5%
Education	11%
Health related	10%
Other	13%

When asked about students' actual fields of employment in research question

12 (Research Objective 5), the percentages were generally consistent with the degree indications above with the exception of the engineering field, which provided approximately 3% of the postsecondary positions.

Research question #13 (Research Objective 2) asks respondents to include a copy of their current advanced marketing syllabus. A summary of course outlines based on the provided material is found in Appendix C.

Table 2. *Career track for Marketing 2 students (Question #12)*

Career Track	Percentage
Marketing/business	58%
Computer technology	6%
Engineering	3%
Education	11%
Architecture	2%
Agriculture	2%
Health-related	12%
Other	6%

Research question #14 (Research Objective 1) asked about Wisconsin Model Academic Standards accomplished during the Marketing 2 course. Twelve of the respondents provided their standards, which are listed below:

- (1) Communicate effectively as a writer, listener, and speaker in social and business settings
- (2) Understand and apply the functions of marketing
- (3) Understand the current trends in marketing
- (4) Understand the concept of marketing
- (5) Demonstrate an understanding of basic marketing concepts and strategies
- (6) Know the seven functions of marketing
- (7) Know and apply marketing activities in specific fields of marketing
- (8) Understand a variety of pricing methods
- (9) Understand promotional strategies and the purpose of each and how it applies to the promotional mix
- (10) Use appropriate software for marketing applications
- (11) Prepare and analyze financial statements
- (12) Understand different forms of ownership
- (13) Analyze the impact of government in a free enterprise system
- (14) Understand the role of marketing in our economy
- (15) Understand the roles of business enterprises, consumers, and government
- (16) Understand government regulations in marketing and business
- (17) Know the characteristics of the different economic systems and their relationship to business

- (18) Review findings with various groups of peers at each stage of the process
- (19) Explain the functions of a manager or supervisor
- (20) Understand different leadership styles
- (21) Distinguish roles and duties of positions within an organization
- (22) Develop a personnel policy and plan for a marketing department, enterprise, or
DECA Chapter
- (23) Describe various employee evaluation or appraisal techniques and select one
appropriate to a given marketing or DECA activity
- (24) Design training programs for new and incumbent marketing employees or DECA
members
- (25) Explore career opportunities in marketing
- (26) Identify skills futurists believe will be necessary for future business occupations
- (27) Develop job search and employability skills
- (28) Understand how own personal qualities transfer from school to work
- (29) Understand the purpose of employee evaluation process
- (30) Participate in group discussions
- (31) Deliver an oral presentation
- (32) Demonstrate active listening skills
- (33) Demonstrate problem solving skills
- (34) Demonstrate interpersonal skills when working on a team
- (35) Work independently

In comparing the aforementioned standards to Mark-Ed's current standards for marketing education, there are a significant number of standards in need of revision and

an even more significant number missing. The author proposes a subsequent study analyzing standards currently used by advanced marketing teachers with those proposed by Mark-Ed in 2007. Research question #15 (Research Objective 4) is charted below. It refers to teaching methods used by marketing educators. Additionally, 81% of educators with 15 years experience or more used DECA events to accomplish marketing standards versus 47% of educators with 14.5 years or less experience.

Table 3. *Methodology used to accomplish WMAS (Question #15)*

Teaching Methodology	Percentage
Lecture	90%
Small group discussion	80%
Large group discussion	80%
Tests	85%
Individual projects	98%
Group projects	98%
School store	62%
SBE (school-based enterprise)	10%
Field trips	56%
Co-op/internship	80%
DECA Events	62%
Other	20%

Research question #16 (Research Objective 6) asked about challenges to specific delivery methods. Most frequently, respondents answered “time” as their top challenge. Other challenges checked frequently were “availability of resources, budget constraints, diverse student needs, and keeping current.”

Research question #17 (Research Objective 6) asked about strengths in delivery methods. Respondents felt their strengths included using a variety of methods, engaging the majority of class with hands on projects, and preparing students for postsecondary options.

Table 4. Challenges of Marketing 2 instructors (*Question #16*)

Challenges	Percentage
Availability of resources	18%
Budget	20%
Keeping current	30%
Time	100%

Research question #19 (Research Objective 7) asked respondents for recommendations for starting a new Marketing 2 course. Eighty percent felt that consulting with others in the field was important. Following that, 73% recommended using a variety of methods and assessments.

Some of the recommendations identified through comments by the respondents included

- (1) Curriculum should include real world applications,
- (2) Teachers should alter delivery methods to accommodate the needs of the majority and should stay current on marketing curriculum,
- (3) Teachers should also prepare for a diverse population and prepare students for their next career and education stop using a variety of teaching methods,
- (4) Instructors should teach the student first, then the material by meeting the needs of all learning styles and allowing student participation,
- (5) Teachers should provide connections between school and work through hands on projects, DECA marketing research projects, or other activities,
- (6) All courses should meet Wisconsin Model Academic Standards and National Standards, and that
- (7) Involvement in American Marketing Association and Sales and Marketing Executives is invaluable.

Chapter V: Discussion

The structure and content of advanced marketing courses, including the prerequisites, teaching methodology, inclusion of Wisconsin Model Academic Standards, vary from teacher to teacher and from school to school throughout the state of Wisconsin. As a result, several concerns have emerged including different assessment standards and inconsistent knowledge and skills for students exiting comprehensive marketing programs (S. Adornato, personal communication, June 20, 2007). The purpose of this study is to identify the strengths, challenges, teaching methodology, recommendations, and content of advanced marketing curriculum among high school marketing educators in Wisconsin.

The Carl D. Perkins Vocational and Applied Technology Act (Perkins Act) emphasizes the “application and advancement of academic and vocational skills” (Gordon, 2003, p. 88). The act asked for “integration of academic and vocational education,” and “closer linkages between school and work.” Based on the findings, all marketing education programs indicate a connection between school and work, either with a co-op or internship program, a business simulation, field trips, DECA experiences, or instruction in career preparation. According to the United States Department of Education, vocational education continues to incorporate both school-based and work-based learning business partnerships and an increase in the use of technology, all key to successful programs. In addition, vocational education now encompasses postsecondary institutions up to and including universities.

In the Public Attitudes Toward Secondary Education Report of 1997 (Pearson et al.), 11 countries from the Organization for Economic Cooperation and Development (OECD) were surveyed about the importance of certain subject matters. The report summarizes the data found, including that “eighty-five percent or more of the public in the United States considered it

important for schools to provide students with the skills and knowledge necessary to get a job, as well as the skills and knowledge necessary to continue studying and training” (p. 14). Further supporting the Public Attitudes Toward Secondary Education Report, “the mission of secondary marketing education is to provide students with training to enter meaningful work and further their education, to improve marketing practices in the local community, and to develop an entrepreneurial attitude in program participants” (Benson, J., et al, 1987 p. 4). The advanced marketing standards and course outlines indicate a consistency with the aforementioned report.

According to Howard Gordon (2003), author and professor of adult and technical education at Marshall University in Huntington, West Virginia, “Marketing is a process that can be adapted to virtually every economic, social, or public activity that is an essential ingredient in making our free enterprise system work” (p. 157). Marketing education programs are offered in nearly one-third of America’s public schools . . . “with 8.7 percent of students from the United States enrolled in marketing education programs.”

Given the aforementioned validation and support of marketing education programs, a study was conducted to encourage consistency among advanced marketing education programs in secondary schools in Wisconsin. The limitations of this study follow.

1. The study is limited to marketing education programs in Wisconsin which offer advanced marketing course(s).
2. Marketing educators are not readily available during summer months versus the academic school year.
3. Modern technology blocks any unrecognized email, particularly emails with attachments, possibly not accepting the distributed research questionnaire emailed to marketing educators in Wisconsin.

4. The questionnaire response time frame is brief (three weeks) due to the time limits of the researcher.
5. The research focuses on advanced marketing versus an entire marketing program.
6. The terms advanced marketing, marketing co-op, and Marketing 2 are not always used interchangeably; there are different expectations for each marketing education program at each school.

Conclusions

In conclusion, it appears that the 12 respondents who listed their WMAS standards for Marketing 2 could easily correlate them with the recommendations from MarkEd's 2007 Cluster report. It is also evident that a variety of teaching methods used are adequately despite the lack of time. In question #19, the respondents indicated collaboration with other marketing educators was essential in starting a new marketing education program, reinforcing the importance of professional development and involvement in marketing organizations.

Recommendations

Throughout this study, the hypothesis of marketing education students' paths post high school proved accurate. A majority of students follow the marketing and business college and career path therefore adding value to the existing marketing teaching standards. A recommendation to all Marketing 2 instructors is to clearly define consistent standards to be addressed and to base them on local, state, and national research. Research referenced should include the mission of marketing education, the Wisconsin model for marketing education as defined by DPI and the national standards for marketing education as defined by MarkEd. Following is a summary of information to be referenced when determining curriculum for advanced marketing education in secondary schools in Wisconsin.

According to the Wisconsin DPI, the following assumptions are true about the marketing education curricula:

- (1) The discipline of marketing must be the content base of instruction,
- (2) Curriculum should be positioned within the context of employment,
- (3) Instruction should develop saleable skills and concurrently, position students for further education,

- (4) Instruction should foster professional development and leadership skills throughout the program,
- (5) Curriculum should address all aspects of the industry,
- (6) The program should develop near-term employability skills (i.e., for employment during or immediately following high school),
- (7) And mid-term employability skills.(i.e. for seeking more advanced positions following more education and employment experience), and
- (8) Curriculum should be infused with the national cluster framework.

In addressing the marketing education mission statement, the curriculum should:

- (1) Encourage students to think critically,
- (2) Stress the integration of and articulation with academics,
- (3) Be sequenced so that broad-based understandings and skills provide a foundation to support advanced study of marketing,
- (4) Enable students to acquire broad understandings of and skills in marketing so that they can transfer their skills and knowledge between and among industries,
- (5) Enable students to understand and use technology to perform marketing activities,
- (6) Stress the importance of interpersonal skills in diverse societies,
- (7) Foster a realistic understanding of work,
- (8) Foster an understanding and appreciation of business ethics, and
- (9) Utilize a variety of types of interactions with the business community.

In addition, the Wisconsin DPI (2007) defined performance standards following nine areas, which should also be addressed in marketing education curriculum:

- (1) Entrepreneurship
- (2) Free Enterprise
- (3) Global Marketing
- (4) Marketing Functions
- (5) Critical Thinking
- (6) Marketing Applications
- (7) Lifework Development
- (8) Marketing Technology
- (9) Organizational Leadership

MarkEd revisited the national standards for marketing education and divided into two broad areas. The first called foundations, addresses those fundamentals of business that provide the critical context within which marketing is taught. The foundation standards are:

- (1) Business, management, marketing and entrepreneurship
- (2) Communications and interpersonal skills
- (3) Economics
- (4) Professional development

The second broad area of the marketing education standards is the marketing core, which is synonymous with the marketing functions:

- (1) Channel management
- (2) Market research
- (3) Market planning
- (4) Pricing
- (5) Product/service management

(6) Promotion

(7) Selling

Based on this thesis research, WMAS standards addressed in respondents' advanced marketing syllabi are a basis for starting a new advanced marketing education course. They are included on pages 59 – 61. Additionally, in conversations with respondents, it was revealed that while most marketing educators are content with their advanced marketing curriculum content, many are searching for consistency in the structure of the course among all marketing programs in the state. It is the researcher's recommendation that an introduction to marketing or Marketing 1 should include an introduction to the seven marketing functions listed above as the marketing core. A Marketing 2 or advanced marketing class should include curriculum associated with the instructional areas and subsidiary performance elements and indicators in both the marketing management pathway and the marketing research pathway.

The marketing management pathway includes the instructional areas of financial analysis, human resources management, information management, operations, professional development, strategic management, channel management, marketing information management, pricing, product/service management, promotion, and selling.

The marketing research pathway includes the instructional areas of information management, operations, professional development, strategic management, and marketing information management.

The researcher recommends a follow-up study proposing specific performance indicators to be accomplished in each level and course taught in a comprehensive marketing education program.

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Appendix A: Sample Course Sequences according to the 1987

Guide to Curriculum Planning in Marketing Education

One-Year Program

Semester 1 – Introduction to Marketing

Semester 2 – Professional Sales/Marketing Management

Two-Year Program – Option A (all students)

Semester 1 – Introduction to Marketing

Semester 2 – Professional Sales/Marketing Management

Semester 3 – Sports Marketing

Semester 4 – Advanced Marketing

Two-Year Program – Option B (study of the discipline of marketing)

Semester 1 – Introduction to Marketing

Semester 2 – Professional Sales/Entrepreneurship

Semester 3 – Sports Marketing/Marketing Management

Semester 4 – Advanced Marketing/Co-op/Internship

Three-Year Program

Semester 1 – Introduction to Marketing 1

Semester 2 – Introduction to Marketing 2

Semester 3 – Sports Marketing

Semester 4 – Marketing Communications/Marketing Management

Semester 5 – Advanced Marketing/Co-op/Internship/Marketing Management

Semester 6 – Marketing for Entrepreneurs/Co-op/Internship (p. 150)

Appendix B: Questionnaire/Survey Instrument

Questionnaire
Advanced Marketing Education Curriculum in Secondary Schools
in Wisconsin

Jennifer Starke White, UW-Stout Master's Student

To complete this questionnaire: click on box to check and click on rectangles to add your individual comments/answers. Thank you!

1. Number of years teaching marketing education courses at the secondary level

<input type="checkbox"/> 1 – 4.5	<input type="checkbox"/> 5 – 9.5	<input type="checkbox"/> 10 – 14.5	<input type="checkbox"/> 15 – 20.5
<input type="checkbox"/> 21 – 25	<input type="checkbox"/> over 25		
2. Number of years teaching advanced marketing at the secondary level

<input type="checkbox"/> 1 – 4.5	<input type="checkbox"/> 5 – 9.5	<input type="checkbox"/> 10 – 14.5	<input type="checkbox"/> 15 – 20.5
<input type="checkbox"/> 21 – 25	<input type="checkbox"/> over 25		
3. What is your highest level of education?

<input type="checkbox"/> Bachelor's Degree	<input type="checkbox"/> Bachelor's + 15	<input type="checkbox"/> Master's
<input type="checkbox"/> Master's + 15	<input type="checkbox"/> Other	
4. If you have a Master's Degree, in what area did you receive it?

Where did you receive your degree(s)?	Bachelor's
	Master's
	Other
5. What are the courses offered in Marketing Education at your school?
(write alternate names of courses in blanks under)?

<input type="checkbox"/> Marketing 1	<input type="checkbox"/> Marketing 2	<input type="checkbox"/> Entrepreneurship
<input type="checkbox"/> Introduction to Business	<input type="checkbox"/> Global Marketing	
<input type="checkbox"/> Sales	<input type="checkbox"/> Other	
6. Is there a prerequisite to marketing 2? ☐yes ☐no If yes, what course(s)?
7. Do marketing education classes satisfy graduation requirements at your school?

<input type="checkbox"/> yes	<input type="checkbox"/> no
------------------------------	-----------------------------

8. During the 2006-07 school year, when was your marketing 2 class offered?
- | | | |
|-----------------------------|-----------------------|-------------|
| # days/week | quarter/semester/year | minutes/day |
| # times offered/school year | Other | |
9. During the past five years, approximate the demographics of your marketing 2 class(es) (use %)?
- | | | |
|----------|------------|---------|
| Males | Females | |
| Freshmen | Sophomores | Juniors |
| Seniors | | |
10. During the past five years, approximate the postsecondary education track for your marketing 2 students (use %)?
- | | | | |
|--------------------------|----------------|------|----------|
| 2 year technical college | 4 year college | work | military |
| other | | | |
11. During the past five years, approximate in what areas students are pursuing degrees?
- Two year degrees (use %)*
- | | |
|--------------------|---------------------|
| marketing/business | computer technology |
| engineering | education |
| architecture | agriculture |
| health-related | other |
- Four year degrees (use %)**
- | | |
|--------------------|---------------------|
| marketing/business | computer technology |
| engineering | education |
| architecture | agriculture |
| health-related | other |

12. During the past five years, approximate the career track for your marketing 2 students (use %)?

marketing/business	computer technology
engineering	education
architecture	agriculture
health-related	other

13. **Provide marketing 2 course outline and/or syllabus.**

14. List standards (WMAS = Wisconsin Model Academic Standards) accomplished in marketing 2 course curriculum (can email list).

15. Provide methodology used in marketing 2 to accomplish WMAS (check all that apply).

<input type="checkbox"/> lecture	<input type="checkbox"/> small group discussion	<input type="checkbox"/> large group discussion
<input type="checkbox"/> tests	<input type="checkbox"/> individual projects	<input type="checkbox"/> group projects
<input type="checkbox"/> school store	<input type="checkbox"/> SBE (school-based enterprise)	<input type="checkbox"/> field trip(s)
<input type="checkbox"/> co-op/internship	<input type="checkbox"/> DECA Events	<input type="checkbox"/> other

16. Check the top **three** challenges you face in the delivery methodology of marketing 2 curriculum.

<input type="checkbox"/> time	<input type="checkbox"/> availability of resources	<input type="checkbox"/> budget
<input type="checkbox"/> diverse student needs	<input type="checkbox"/> incorporating WMAS (or other standards)	
<input type="checkbox"/> keeping current	<input type="checkbox"/> other	

Comments/Concerns/Requests:

17. What are your top **two** strengths in the delivery methodology of marketing 2 curriculum?

<input type="checkbox"/> accomplishes appropriate WMAS	<input type="checkbox"/> meets the needs of a diverse population
<input type="checkbox"/> variety of methods used	<input type="checkbox"/> majority of class is hands on projects
<input type="checkbox"/> prepares students for postsecondary options	
<input type="checkbox"/> other	

18. Of those checked above, explain why they are strengths.
19. List recommendations for those starting a new marketing 2 course
- ☐ incorporate WMAS
 - ☐ consult with others in the field
 - ☐ incorporate a variety of teaching methods
 - ☐ address gender needs
 - ☐ incorporate “tested” areas (math, science, English) into curriculum
 - ☐ variety of assessments
 - ☐ other

Please attach your marketing 1 & 2 syllabi and any other “best practice” outlines/projects you feel might benefit marketing teachers in Wisconsin.

Your Comments/Questions:

Your email/info (if you’d like results shared)

**Thank you so much for helping me with this project!
The results will be shared in the spring of 2008.**

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If you have troubles using this form, please call/email or select the “forms” tools (under tools) to unprotect

PLEASE FAX/MAIL CONSENT FORM ASAP; SEE 2ND ATTACHMENT

Appendix C: Comparison of Graduation Requirements

Comparison of States'
graduation requirements

	Illinois	Iowa	Michigan	Minnesota	Texas	Wisconsin
English	5	3.71	4	4	4.5	4
Mathematics	5	2.49	4	3	3	2
Social Studies	2	3.04	3	3.5	3.5	3
Science	2	2.36	3	3	3	2
Health					0.5	0.5
Physical Education			1		1.5	1.5
Second Language	2*	0.01			2	
Technology Applications					1	
Fine Arts	2*	0.08	1		1	
Electives		12.09		7	3.5	8.5
Total Required Credits	18	23.78	16	20.5	23.5	21.5

*combin
ation of
the two
= 2
credits

Appendix D:

Marketing 2/Advanced Marketing Course Titles and Outlines from Survey Respondents' Syllabi

Business Management and Marketing – one year

Nature of Business
 Corporate forms of business ownership
 Managers and organizations today
 Communications
 Ethical and social responsibilities
 Human resources management
 Career preparation
 International business
 Technology and information management

Business and Marketing – one year

Introduction to Marketing and DECA
 Goal Setting and Careers in Marketing
 Customer driving marketing
 Strategic planning and the marketing process
 The marketing environment, ethics, and social responsibilities
 Manage technology and information
 Analyzing market segmentation and customer behavior
 Product strategies
 Pricing strategies
 Distribution strategies
 Promotional strategies
 Marketing plan

Advanced Marketing – one year

Banking and finance
 Selling
 Pricing
 Professional development
 Designs and displays
 Promotion
 Advertising
 Human resources
 Product planning
 Marketing information management

Entrepreneurship (school store)

Marketing Management – two trimesters

Marketing functions
Marketing applications
Technology
Organizational leadership
Entrepreneurship
Financial procedures
Economics
Marketing
Interpersonal and leadership skills
Career development

Marketing Management – one year

Review of marketing concepts
Teamwork development
Marketing information management
Entrepreneurship
Product planning
Promotion/advertising
E-commerce

Marketing and business management – one year

Marketing co-op
DECA projects
Marketing functions and foundations review
Workplace ethics and communication
Characteristics of business
Social and ethical environment of business
International marketing
Vocational understanding
Business law and ownership
Financial management
Human resource management
Management responsibilities
Leadership development
Professional development

Marketing 2 – one year

Introduction to marketing 2 and know my business
Promotion
Human relations
Advanced marketing math
Visual merchandising

Marketing 2/Co-op – one year

Jobs
Human relations
Telephone etiquette
Microsoft word
Display
Business ownership
Microsoft Excel
Microsoft Powerpoint
Co-Op employer appreciation luncheon
General marketing
Planning a business trip

Advanced Marketing – one year

DECA
Marketing lab (school store)
Management
Entrepreneurship
Industrial markets
Event planning